



## OFFICE OF PUBLIC INSTRUCTION

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### Alternate Performance/Achievement Descriptors for Grade 8 Math

<b>Advanced</b>	<p>The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.</p> <ul style="list-style-type: none"><li>• measures to the inch</li><li>• has basic concept of perimeter</li><li>• has concept of fractions- demonstrates <math>\frac{1}{2}</math></li><li>• has Algebra concepts</li><li>• identifies functions (problem solving)</li><li>• labels both sets of data</li><li>• explains conclusions drawn from graph (decision making)</li><li>• remains actively engaged and may initiate some interaction with instructor during testing</li><li>• consistently arrives at correct answer</li><li>• applies beginning connections between concrete and symbolic representations, operations, measurement, graphing and problem solving strategies</li></ul>
<b>Proficient</b>	<p>The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none"><li>• understands concept that a ruler is used to measure distance</li><li>• reads simple measurements (<math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>)</li><li>• demonstrates calculator skills</li><li>• counts by (2,5,10)</li><li>• fills in data on a graph</li><li>• makes correct responses from 3 choices (given/prompt)</li><li>• demonstrates beginning connections between concrete and symbolic representations, operation (+/-), measurement and graphing</li></ul>

<b>Nearing Proficiency</b>	<p>The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.</p> <ul style="list-style-type: none"> <li>• demonstrates solid number concept for 1:1</li> <li>• can count single digits</li> <li>• can add/subtract single digits</li> <li>• communicates understanding of beginning connections between concrete and symbolic representations.</li> </ul>
<b>Novice</b>	<p>The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> <li>• anticipates a math activity.</li> <li>• attends to materials being displayed.</li> <li>• engages with instructor with prompts</li> </ul>